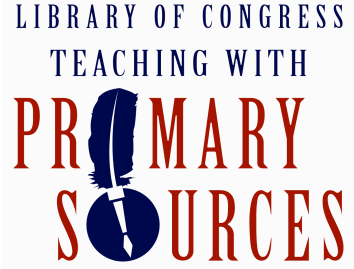
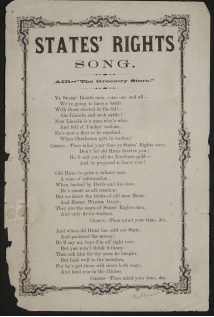
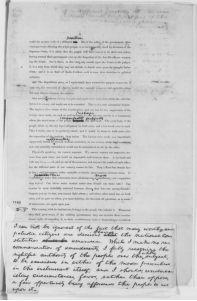
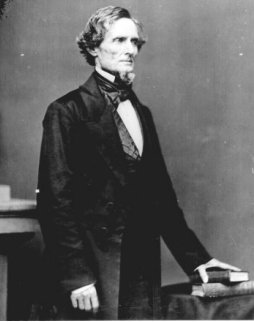


Annotated Resource Set (ARS)

Content Theme:	States Rights	
Developed by:	Terence Cline	
Contextual Paragraph for Resource Set: How did states' rights lead to conflict between the North and the South? States' rights over the issue of slavery led to conflict between the North and the South. The South, as stated by Jefferson Davis, saw the federal government as stifling their economic growth by not recognizing their economy as mutual interest of the United States. They believed that slaves were an integral part of that economy. Abraham Lincoln stated the South perpetuated slavery as a right to be extended. He believed "it is wrong and ought not to be extended. This is the only substantial dispute..."		

Resource Set

<p>States' Rights Song</p>	<p>Lincoln's March 1861 Inaugural Address</p>	<p>Jefferson Davis's February 1861 Inaugural address (Paragraph 3, sentence 7 to end of paragraph)</p>	
			
<p>http://memory.loc.gov/master/rbc/lprbcs/sm0497/001.tif</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field(DOCID+@lit(0773800))</p>	<p>http://avalon.law.yale.edu/19th_century/csa_csainau.asp</p>	

Notes/Comments:

Lincoln's March of 1861, inaugural address – See Page 6, sentence 39 of transcription

Jefferson Davis's February of 1861 inaugural address – see paragraph 3, sentence 7 to end of paragraph

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
8		US History I 9.1c	Analyze how states' rights led to conflict between the North and the South	<p>Analyze each speech's passages</p> <p>Interpret what each passage means and their point of view about why a conflict would happen</p> <p>Discuss the power of the descriptive language used in each speech</p>	<p>Use an every day example that shows two sides can have a different point of view on the same subject. An example could be a house for sale that has a beautiful yard with lots of bushes and trees. A buyer sees a yard with privacy; a thief sees an easy burglary.</p> <p>Have students predict what each side might say and compare those predictions.</p> <p>Analyze the following documents using NARA appropriate forms:</p> <p>Read the States Rights Song. What was the point of view, therefore, who wrote the song?</p> <p>Read the other selections and discuss the students' predictions.</p> <p>Discuss which presidents' argument convinced their side to take action. (Lincoln was for reconciliation, Jefferson for succession.)</p>	<p>Formative Assessment:</p> <p>Ask, Why do people fight? List the reasons. When the lesson is over, compare them to the reasons for the civil war.</p> <p>Summative Assessment</p> <p>Discuss and/or write a persuasive essay that shows how language and metaphors in the speeches or the song can evoke emotions from listeners to take action. Which was the most influential in the students' opinions? Why?</p> <p>Suggestion: Use modern political connections such as radio talk show hosts and their points of view to help students understand persuasion. Are these shows persuasive enough for people to take action? (Be sure to not take sides but to state facts about the appeal and influence.)</p>	<p>NARA forms for document analysis:</p> <p>http://www.archives.gov/education/lessons/index.html</p>